



The Marlborough Science Academy

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CAREERS EDUCATION AND GUIDANCE POLICY GP 31	
Responsible Governing Body Committee:	Curriculum Committee
Policy type:	Statutory
Date of Origin:	April 2009
Adopted by:	
Author:	Michelle Beddall
Location:	
Filename:	

Review Due Date	Review Completed	Amendments Y/N	Version
March 2013	June 2013		
June 2015	December 2015	Y	
December 2017	March 2018	Y	
March 2020			

Relationship to other policies

- Single Equality Policy
- Citizens and PSHE Policy
- Curriculum Policy
- Work Related Learning Policy
- School Development Policy
- Teaching and Learning Policy

Purpose:

- To prepare all students for the opportunities, responsibilities and experiences of education, training and employment.
- To encourage students to feel positive about themselves, improve their motivation, raise their aspirations and take responsibility for their own career plans.
- To guide students to match themselves to the courses and career opportunities that are appropriate for them.
- Meet the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities.
- To develop the student skills, knowledge and understanding that they need to manage their own lifelong learning and career progression.
- Post-16 students will develop strategies to strengthen their motivation and develop their focus on achievement.
- They will prepare for their next career decision point by investigating the opportunities available to them.
- They will become discerning users of guidance, using effective decision making strategies, skilfully handling the application process and preparing themselves for the next transition.
- Improve young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways.
- Work with parents/carers, alumni and education, community and business partners to meet students' career development needs.

Implementation:

Careers education and guidance will be planned by the Careers Co-ordinator and delivered in a variety of ways to include;

Planned activities delivered during form period by the Form Tutor.

Themed assemblies.

Themed sessions when the whole year group will come off timetable.

ICT and PSHCEE lessons.

Cross Curriculum Delivery.

Visits/trips eg Houses of Parliament, Skills London etc

On-line Careers software - Fast Tomato for all students focusing on Year 8.

- Students are treated without prejudice and have entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background, or sexual orientation.
- Students will have equal access to accurate, up to date and impartial information free from bias and stereotyping.
- Students' personal aspirations are the most important factor in any activity and should be treated with respect.
- Careers guidance is an integral part of the whole careers programme
- Careers and Apprenticeship Fairs – Focussed events for all Key Stages
- Aspirational Days – Pathway events
- KS3, KS4 and KS5 – Student Information, Advice and Guidance (IAG) interviews
- Information Advice and Guidance to be provided by persons other than those employed at the school

Who was consulted:

- National Framework Careers Education And Guidance
- Ofsted
- Equality Act 2010
- DofE principles of good practice,
- Curriculum Manager, Youth Connexions, Hertfordshire

Arrangements for monitoring and evaluation:

- Staff and student evaluations
- Lesson observations
- Monitoring of events by Careers Co-ordinator
- Student portfolios
- Parental feedback
- County Quality Award
- Student questionnaires
- Line management meetings